

*Workforce Investment Act Title II  
Adult Education and Family Literacy Act*

# **Nevada Adult Basic Education Distance Education Policy**

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**Nevada Department of Education**



State of Nevada

## **DEPARTMENT OF EDUCATION**

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## Table of Contents

Need for A Distance Education Reporting Policy .....	4
Definition of Distance Education .....	4
Definition of Adult Basic Education Learners .....	4
Approved Distance Education Hours .....	4
Assessment of Distance Education Learners .....	5
Reporting Distance Education Learners.....	5
Approved Distance Education Curricula .....	5
APPENDIX A: Approved Distance Education Curricula.....	7
APPENDIX B: Distance Education Curriculum Approval Request Form .....	18

## Need for A Distance Education Reporting Policy

This policy defines distance education for adult basic education programs in Nevada and provides guidelines by which programs can report adult learners' distance education hours to the National Reporting System (NRS) using the state approved student information system. The goal of this policy is to describe the types of activities approved for distance education and outline the requirements and procedures for reporting distance education activities.

**Nevada Policy: Adult education programs must follow the steps and processes described in this document to report distance education classes and related student attendance into the state approved data management system.**

## Definition of Distance Education

The federal Office of Vocational and Adult Education (OVAE) defines distance education for adult basic education programs as follows.

*Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period.\* Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, television broadcasts, computer software, web-based interaction, and other online technologies. Teachers support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software.*

*\* Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education.*

## Definition of Adult Basic Education Learners

- **Traditional Learners:** Students who receive the majority of their instruction through traditional face-to-face instruction.
- **Distance Learners:** Students who receive a majority of their instruction through distance education services.
- **Blended Learners:** Students who receive a majority of their instruction through traditional face-to-face instruction and also participate in distance education activities. For NRS reporting purposes, blended learners are classified as traditional learners.

**Nevada Policy: A student is classified as a distance learner if the majority of the student's hours earned in a program year are derived by his or her participation in distance learning activities. However, a student's hours in both distance and classroom activities must be reported into the data management system.**

## Approved Distance Education Hours

- **Contact Hours:** Contact hours are defined as time spent interacting with the learner. Contact hours for distance education students can be a combination of actual face-to-face contact and contact by telephone, video, teleconference, or other online communication where student and

program staff are able to interact and through which learner identity is verifiable. Face-to-face interaction includes student intake, orientation, assessment, goal setting, counseling, and classroom-based skills training.

- **Proxy Hours:** Proxy hours are defined as the time distance education students spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:
  1. **Clock-time:** This model assigns contact hours based on the elapsed time that a learner is connected to and engaged in an online or stand alone software program that tracks time. The software must provide a mechanism to time-out or logout students after a preset period of inactivity.
  2. **Teacher Verification:** This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.
  3. **Learner Mastery:** This model assigns a fixed number of hours of credit based on the learner's demonstrated mastery of the content of a lesson. This model requires previous engagement by the student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earns the credit hours attached to the material.

## Assessment of Distance Education Learners

**Nevada Policy:** All potential adult basic education distance education students must be assessed in accordance with the *Nevada Assessment Policy*.

- All assessments must be administered in a proctored, face-to-face setting.
- All students must be pretested prior to 12 hours of instruction.
- Distance education students are subject to the same post-test instructional hour intervals as traditional learners.

## Reporting Distance Education Learners

**Nevada Policy:** Programs must use LACES to report distance learner activities by endorsing "Instruction – Distance Learning" for attendance hours. All distance education hours, both contact hours and proxy hours, are to be reported on attendance records associated with the learner's distance education class.

In the case of blended learners (students that have enrollment and attendance records in both traditional and distance education classes), a determination will be made at the end of the program year. If the majority of their attendance was distance education hours, they will be classified as distance education students.

## Approved Distance Education Curricula

**Nevada Policy:** Only Nevada Department of Education-Office of Adult Education (NDE-OAE) approved distance education curricula may be used for reportable distance education activities.

See Appendix A for a list of currently approved distance education curricula and their respective, approved proxy-hour models.

Programs may request a curriculum be approved and added to the list. NDE-OAE reserves the right to review and consider the impact of approving it for state use and reporting. See Appendix B for a form that programs may use to request a review of curricula.

## APPENDIX A: Approved Distance Education Curricula

Each distance education curricula approved for use by the NDE-OAE must be produced by a reputable educational publisher, be appropriate for specific adult education populations, provide accommodations for learners with disabilities, and have some research-based evidence of both reliability and validity. The following is a brief explanation of each category presented.

- **Curricula name:** The full, official name of the curricula
- **Delivery mode:** The media format(s) in which the curricula is delivered: Print, online, video, CD-ROM, or DVD
- **Proxy hour model:** The method used to assign learner proxy hours (i.e. clock-time, teacher validation, learner mastery)
- **Criteria for reporting hours:** guidelines for calculating proxy hours
- **Target population:** The adult education population for whom the material is most appropriate (e.g. ABE, GED, ESL)
- **Publisher information:** The name and contact information of the publisher or producer of the curricula
- **Description:** A brief description of the content and features

<b>Name</b>	<b>i-Pathways (GED-i)</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity
<b>Target population</b>	ABE, GED
<b>Publisher information</b>	Center for the Application of Information Technologies Crystal Hack, GED-i Project Director Western Illinois University Macomb, Illinois 61455 (309) 298-1804 <a href="http://www.cait.org">http://www.cait.org</a>
<b>Description</b>	<p>The Illinois Community College Board and the Center for the Application of Information Technologies is proud to present GED-i. This exciting project serves as an access point for Adult Education and Family Literacy programs to expand their services to current and potential students through GED-i Online Instruction.</p> <p>The GED-i Project is a high quality and research-based online learning curriculum designed to prepare adult learners with the skill set needed to obtain their GED Credential. With content ranging from PreGED level to Test Preparation, the teacher facilitated curriculum provides Adult Education Programs and adult learners with a flexible learning option. The GED-i Project is a sustainable project with a decade long history of leadership in online learning, a solid technology infrastructure, and the inclusion of engaging and relevant curriculum which help prepare users for transitions into higher education or the workforce.</p>

<b>Name</b>	<b>MHC Online Suite: Pre-GED Online, GED Online, ITTS</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity
<b>Target population</b>	ABE, GED
<b>Publisher information</b>	McGraw Hill Contemporary 1221 Avenue of the Americas New York, NY 10020-1095 212-904-2000/212-512-2000 <a href="http://www.mcgraw-hill.com/">http://www.mcgraw-hill.com/</a>
<b>Description</b>	Provides lessons based on TABE diagnostic results. Intended as a supplement to help adult learners improve their educational functioning levels. Part of a suite of three online curricula by MHC: ITTS, Pre-GED Online, and GED Online.



<b>Name</b>	<b>GED Academy</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity
<b>Target population</b>	ABE, GED
<b>Publisher information</b>	GED Academy 895 NW Grant Avenue Corvallis, OR, 97330 Call Toll Free: (800) 460-8150 <a href="http://pasged.com">http://pasged.com</a>
<b>Description</b>	The GED Academy is a complete learning solution for both ABE and GED level students and covers all five GED subject areas: math, science, social studies, reading, and writing.

<b>Name</b>	<b>Reading Horizons</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity
<b>Target population</b>	ABE
<b>Publisher information</b>	Reading Horizons Corporate Headquarters 60 North Cutler Drive, Suite 101 North Salt Lake, UT 84054 800-333-0054 (Toll-Free) 801-295-7088 (Fax) <a href="http://readinghorizons.com">http://readinghorizons.com</a> <a href="mailto:info@readinghorizons.com">info@readinghorizons.com</a>
<b>Description</b>	<i>Reading Horizons</i> software was developed for independent use for students ages 10 and above who read below grade level. Students are able to work at their own pace and can receive the instruction that they need to close the reading gap. The software is not condescending; on the contrary, it helps build self-esteem and self-confidence in students who have repeatedly failed to learn to read. Coupled with the most effective reading strategies, this software is exactly what your struggling readers have been waiting for.

<b>Name</b>	<b>TMCC English for Health Careers Research Project</b>
<b>Delivery mode</b>	Print
<b>Proxy hour model</b>	Teacher Verification Completion verified and graded by teacher for up to five hours distance education credit.
<b>Criteria for reporting hours</b>	The student will respond with a written, oral and visual presentation. The teacher will verify by grading the lesson plan, the research the student has done on both the subject matter and the pronunciation of new vocabulary in the presentation, creativity of the presentation and the tools learned and used to develop the presentation, and the understanding and flow of the presentation itself which should demonstrate mastery. Students must be able to answer questions about their topic.
<b>Target population</b>	ABE, ASE, ESL
<b>Publisher information</b>	Truckee Meadow Community College
<b>Description</b>	Students must research a relevant topic to the class teaching them both the subject matter and the English that makes up that subject matter. Students must present a written lesson plan. Students must work with a partner to learn team work and how to learn from a peer. Students must prepare and give a 45 minute memorized oral and visual presentation teaching the class about the research topic they have chosen. Developing this presentation will require learning the topic well, understanding how to research, learning presentation strategies, creating visual aids, and developing effective activities. Students will learn effective communication skills.

<b>Name</b>	<b>Integrated Career Awareness Curriculum for ESL</b>
<b>Delivery mode</b>	Print
<b>Proxy hour model</b>	Teacher verification. Completion verified and assessed by instructor for distance education credit. Each of the five lessons are worth three (3) hours for low beginning to low intermediate ESL learners and two (2) hours for high intermediate and higher level learners.
<b>Criteria for reporting hours</b>	<p>The student will respond with a written, oral and/or visual presentation. Each module is appropriate for all levels in terms of curriculum, however, the work product each module may have to be modified slightly for lower levels of ESL. For example, a high advanced student may take 2 hours to complete one of the lessons, but the low beginning student may have to translate more information or take longer to create a presentation or written product.</p> <p>While there is some leeway allowing teacher modification, the lesson and product must remain intact. The presentation of the lesson may be simplified by the instructor as well as the depth of the product (a high intermediate student will produce perhaps four sentences to explain a question, while a low beginning student may take the same amount of time to write one or to draw pictures and write simple words to explain his answer).</p>
<b>Target population</b>	ESL
<b>Publisher information</b>	<p>In 2007-2008 the National College Transition Network (NCTN) staff at World Education published the ICA curriculum that was initially developed by the System for Adult Basic Education Support (SABES) with funding from the Massachusetts Department of Elementary and Secondary Education. Truckee Meadow Community College chose 5 lessons for distance learners:</p> <p>Lesson 1: Looking at How We Get Jobs, Lesson 2: Making a Life Line and Things I Have Done, Lesson 3: What Do I Need to Earn?, Lesson 4: Needs Versus Wants, Lesson 5: Career and Education Planning</p>
<b>Description</b>	<p>The curriculum is designed to help students understand and act on the critical link between education and careers. Career awareness is an essential life skill that allows people to become more self-reliant and able to cope with rapidly changing labor markets as well as maintain a healthy balance between work and life roles.</p> <p>The curriculum follows a career planning model that includes three components: self-exploration, occupational exploration, and career and education planning. To give the curriculum maximum flexibility, the handouts are designed to be used as they are or modified to meet the needs of the classroom. Each lesson is correlated with the Secretary's Commission on Achieving Necessary Skills (SCANS). These standards delineate transferable skills identified by employers as essential for entry-level jobs. Each lesson outlines the Topic, Learning Objectives, Materials Needed, and Vocabulary.</p> <p>We chose these five lessons because they are easily modified, relevant,</p>

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and reflect an overview of the ICA curriculum as a whole. Students can choose 1 to 5 lessons from the 5-lesson options. Students must complete the lesson to build English skills and career awareness. Teachers can modify the lessons to reflect the abilities of their students; however, students must complete the lessons individually for credit. Some lessons involve a completed handout or project while others require a short presentation; all of which demonstrate depth of knowledge, commitment to the ESL class and its objectives, and an increase in communication skills.

All Nevada agencies may use this curriculum for distance education. Contact TMCC for details.

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<b>Name</b>	<b>Edmentum (Plato Learning)</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity
<b>Target population</b>	ABE, ASE, HSE
<b>Publisher information</b>	Edmentum - Plato Learning Courseware 5600 W. 83rd Street Suite 300 Bloomington, MN 55437 www.edmentum.com
<b>Description</b>	The Plato Courseware from Edmentum provides an extensive library of ready-made, rigorous online courses which have been proven to improve student achievement. The lessons actively engage students with interactive and media-rich content. All lessons are customizable to meet the needs of the student and the class. Each course is set up with exemptive pre-tests and post-tests for each unit as well as cumulative end of course tests, prescriptive lesson assignments, discussion board for communication with classmates and/or instructor, drop box for homework, and message system for quick communication with instructor(s).

<b>Name</b>	<b>Career Ready 101</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity
<b>Target population</b>	All (ABE, ASE, ESL)
<b>Publisher information</b>	ACT, Inc. KeyTrain Office 340 Frazier Avenue Chattanooga, TN 37405-4050 877.842.6205   info@keytrain.com
<b>Description</b>	Career Ready 101 is a comprehensive career training course that helps design itself based on the student. It is an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain®, and creating life-literacy with such skills as financial awareness and job searching. The program leads users to certification with WorkKeys® assessments and the NCRC.

<b>Name</b>	<b>TypingWeb</b>
<b>Delivery mode</b>	Online
<b>Proxy hour model</b>	Clock - System Verified
<b>Criteria for reporting hours</b>	System must track time and log out students after preset period of inactivity. Students must login through the agency's education portal. Students have unlimited access to the system. They work through modules and earn "trophies" for completing levels and certificates to show employers their typing speed and accuracy. The time is monitored and recorded by agency accountability specialist.
<b>Target population</b>	All (ABE, ASE, HSE, Workforce Readiness)
<b>Publisher information</b>	www.typingweb.com FTW Innovations, Inc 880 Apollo St El Segundo, CA 90245 310 909 8985 contact@ftwinnovations.com
<b>Description</b>	This program can track students hours that they spend on the computer typing at home, and it will also measure their typing progress. The program also offers certifications that the students can take. There is a variety of tests that the students can take to watch their progress.

<b>Name</b>	<b>WNC English Language Transition Journal Assignment</b>
<b>Delivery mode</b>	Print
<b>Proxy hour model</b>	Teacher Verify
<b>Criteria for reporting hours</b>	<p>Teacher will verify students' time investment as evidenced by the number of weekly entries. Each entry is required to conform to the required format.</p> <p>Students will receive .5 hours for each complete entry that follows the prescribed format. Students will complete 2 word studies per week, with 30 entries constituting 100% completion of the assignment for the semester. Students may earn from .5 to 15 distance learning hours for this assignment.</p>
<b>Target population</b>	ESL
<b>Publisher information</b>	Western Nevada College
<b>Description</b>	<p>Students will analyze new vocabulary encountered in their daily lives. A formal format provided by the instructor will be applied. Students will explore meaning, meaning in context, synonyms and antonyms in order to gain a thorough and useful understanding of each word analyzed.</p> <p>Students will also write original sentences to demonstrate the ability to use the new word correctly with proper context.</p>



<b>Name</b>	<b>WNC English Language Transition Vocabulary Log Assignment</b>
<b>Delivery mode</b>	Print
<b>Proxy hour model</b>	Teacher Verify
<b>Criteria for reporting hours</b>	Teacher will verify students' time investment as evidenced by the number of daily entries, length and complexity of writing samples provided over the course of 16 weeks. Journals will be evaluated twice during a 16 week period, once at the 8 week mark and again at the end of 16 weeks. The teacher will award from 0.5 to 1.0 proxy hours for each journal entry, with a maximum of 10 hours for each 8 week period. A maximum number of 20 proxy hours are available for the 16 week period.
<b>Target population</b>	ESL
<b>Publisher information</b>	Western Nevada College or local agency
<b>Description</b>	Students will respond weekly to self-selected topics and prompts. The objective is for students to engage with the writing process in an informal and personal way. Writing frequency is a critical part of developing writing fluency. This assignment allows for differentiation, as students will be allowed to approach it from their particular interests and strengths. Journals will be collected 2 times for evaluation. The instructor will provide feedback and comments that are constructive. The journal writing will also inform instruction, as student errors reveal the need for support or further instruction.

## APPENDIX B: Distance Education Curriculum Approval Request Form

Return to:  
Nevada Dept. of Education  
Office of Adult Education  
755 N. Roop St. #201  
Carson City, NV 89701

Local Program Requesting Curriculum Approval	
<b>Program:</b>	<b>Date:</b>
<b>Name:</b>	
<b>Email Address:</b>	<b>Phone:</b>

Curriculum Information	
<b>Curriculum Name:</b>	
<b>Delivery mode:</b> (online, print, cd/dvd, etc.)	
<b>Proxy hour model:</b> (clock, teacher verify, or learner mastery)	
<b>Criteria for reporting hours:</b> (include criteria for teacher verify or learner mastery models)	
<b>Target population:</b> (ABE, GED, ESL, etc)	
<b>Publisher information:</b> (include both postal and electronic contact info)	
<b>Description:</b> (Briefly describe the main features of the curriculum and why you recommend it for approval. Include such features such as pre-and post-tests, prescriptive lesson assignment, feedback systems, and interface method. Use additional pages if necessary.)	